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ABSTRACT

Intended as an introduction to the literature on the reading/writing relationship, this annotated bibliography covers the areas of theory, research, and pedagogy. The citations include journal articles, conference proceedings, conference papers, books, dissertations, and monographs. (SRT)

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The Reading/Writing Relationship: A Selected Bibliography

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The Reading/Writing Relationship: A Selected Bibliography

The relationship between reading and writing processes has only recently become the subject of research and theorization. This bibliography is intended to serve as an introduction to the literature dealing with this topic.

For ease in use, the bibliography has been divided into three sections: Theory, Research, and Pedagogy. These divisions are somewhat arbitrary but were selected to best benefit potential theorists, researchers, and teachers. A certain amount of overlap is unavoidable; users wanting a comprehensive view of the topic are encouraged to refer to all sections.

THEORY

Anderson, Jonathan. "The Writer, the Reader, and the Text: Or Writhing and Reeling in Texts." Paper presented at the Annual Meeting of the United Kingdom Readings Association. Newcastle upon Tyne, England, 19-23 July 1982. ED 222 868

Author explores the interactions of writer, reader, text, and context based on the assumption that writing and reading are interactive processes.

Baker, Catherine. "Writing for Reading: Listening to the Flip Side." Reading: The Core of Learning. Proceedings of the Annual Reading Conference. Terre Haute, 16-17 June 1983. Comp. Vanita M. Gibbs et al. Terre Haute: Indiana State U., 1984. ED 241 903

Argues against the specialization of reading and writing instruction which separates two essentially similar functions. Argues that a good teacher of reading must be a good teacher of writing. Reviews research and offers some suggestions for the education of reading teachers.

Bannister, Linda, and Richard Kearns. "Reading, Writing, Thinking and Creating Across the Curriculum." 1985. ED 263 521.

Based on the premise that product and process must both be considered together and emphasizing the role reading and writing have in generating ideas in a discipline, suggests a WAC program which fosters creativty and enhances student creativity.

Brazerman, Charles. "Written Language Communities: Writing in the Context of Reading." 1979. ED 232 159

Argues against the teaching of writing as separate from reading in that such a separation actually disconnects students from the literate community.

Bulakowski, Carole. "Reading Strategies to Improve Writing Instruction." Paper presented at the Annual Meeting of the International Reading Association. New Orleans, 27 April - 1 May 1981. ED 204 741

Paper discusses ways in which reading instructors can aid writing instructors. No discussion of research or specific applications offered.

Collins, Carmen. "The Power of Expressive Writing in Reading Comprehension." Language Arts 62 (January 1985): 48-54.

Suggests ten minutes of expressive writing per period in a reading course as benefitting reading comprehension and attitudes. Based on theory of inner voice derived from Maslow. Cites study, but implies results rather than stating them.

Crismore, Avon. "Composition, Comprehension and Text Type Schemata." 1982. ED 218 580

Explores the reading/writing relationship based on a cognitive approach which states that composition and comprehension are very closely connected and should be taught together.

Doherty, Paul C. "Hirsh's 'Philosopyy of Composition': An Evaluation of the Argument." College Composition and Communications 33 (May 1982): 184-195.

Admonishes the empirical views of the reading/writing relationship as stated by E.D. Hirsch's The Philosophy of Composition.

Easton, Lois Brown. "Strengthening the Reader as Writer and the Writer as Reader." Paper presented at the Annual Meeting of NCTE. Washington, DC, 19-24 Nov. 1982. ED 227 446

If reading and writing cannot be taught jointly in the curriculum, then reading teachers should individualize instruction. Paper presents models of the reading/writing process, describes attitudes and perceptions teachers must have to teach reading and writing, and offers strategies for teaching toward a connection between the two subjects.

Fagan, Edward R. "Reading in the Writing Classroom." Paper presented at the Annual Meeting of NCTE. Washington, DC, 19-24 Nov. 1982. ED 225 157

Supports and develops personal assumptions about the use of reading in the writing classroom at the secondary level, providing examples from research literature and classroom experiences.

Freedman, Sarah Warshauer, and Robert C. Calfee. "Understanding and Comprehending." Written Communication 1 (October 1984): 459-90.

Suggests general changes in the standard reading and writing curricula, looking at issues involved in implementing the curricula. (Reviewed from abstract.)

Garbarino, Maureen. "Reading Deficiencies: Stumbling Blocks to Progress in Writing?" Paper presented at the Pacific Northwest Regional Conference on English in the Two-Year College. Bend, 30 Oct. - 1 Nov. 1980. ED 206 000

Explores myths about reading which must be eliminated in order to understand reading/writing connections and discusses the interrelationship of reading/writing difficulties.

Gebhard, Ann D. "Teaching Writing in the Content Areas." Journal of Reading 27 (December 1983): 207-211.

Offers strategies for teaching writing as an extension of reading and content courses. Claims reading comprehension and general learning will increase in such a program because of the writing/thinking relationship.

Gould, Christopher. "Liberating Composition from the Study of Literature." Teaching English in the Two Year College 8 (Spring 1982): 207-13.

Argues that no definitive proof exists which shows a relationship between studying literature and improving composition. Suggests composition courses are being financially exploited by ineffective and impractical literature departments.

Hartman, Geoffrey H. "Communication, Language, and the Humanities." ADE Bulletin 70 (Winter 1981): 10-16.

Maintains the teaching of humanities cannot be reduced to specific skills (such as editing) and must continue linking

writing and the reading of literature. (Reviewed from abstract.)

Hays, Janice N., et al., eds. The Writer's Mind: Writing as a Mode of Thinking. Urbana, IL: NCTE, 1983.

Collection of essays on language and mind, the composing process, and the writer as interpreter. Many deal with writing and reading relationships.

Kucer, Stephen B. "Using Text Comprehension as a Metaphor for Understanding Text Production: Building Bridges Between Reading and Writing." Paper presented at the Annual Meeting of the National Reading Conference. Dallas, 2-5 Dec. 1981. ED 211 947

Author attempts to construct theoretical connections between reading/writing processes based on language concepts which underlie both processes.

Lewis, Janice. "Support for Reading and Writing as Shared Developmental Processes." Paper presented at the Annual Meeting of the Western College Reading and Learning Association. Denver, March 28-31 1985. ED 254 826

A review of theoretical issues and some research on the reading and writing connection.

Meyers, G. Douglas. "The Phenomenology of Composition: The Application of Certain Principles of Reader-Response Criticism to the Teaching of Composition." Paper presented at the Annual Meeting of CCCC. San Francisco, 18-20 March 1982. ED 214 201

Poses a model of reader-response criticism in which an essay writer creates a "narratee" or reader persona for his paper. The narratee/persona technique helps an author develop an audience for a piece of writing.

Moffett, James. "Reading and Writing as Meditation." Language Arts 60 (March 1983): 315-322, 322.

Recommends meditation as a specialized means of controlling inner speech, representing the archetype which reading and writing lean toward. Suggests that meditation facilitates and benefits reading and writing.

Meyer, Bonnie J.F. "Reading Research and the Composition Teacher: The Importance of Plans." College Composition and Communication 33 (February 1982): 37-49.

Reviews findings in reading research and relates them to the concept of identifying plan types for teaching both reading and writing.

Newkirk, Thomas, ed. Only Connect: Uniting Reading and Writing. Upper Montclair, NJ: Boynton/Cook, 1986.

Collection of papers from University of New Hampshire 1984 conference. Tries to re-establish connections between composition and literature study. Openly discounts connections between composition and traditional scientific fields. Views composition instruction as measurable only through ethnographic study.

Nist, Sherrie L. and C. Ruth Sabol. "Disparities among Reading, Writing, and Oral Language: A Look at Underprepared College Students." Reading World 24 (December 1984): 96-104.

Recognizes disparities between reading and writing instructional methodologies: e.g. reading instruction suggest focusings on main ideas while writing instruction calls for the inclusion of supporting details. Blames fragmented instruction for the disparities; calls for holistic reading/writing instructional approach.

Pearson, P. David, and Robert J. Tierney. "On Becoming a Thoughtful Reader: Learning to Read like a Writer." Reading Education Report No. 50. Cambridge: Bolt, Beranek and Newman, Inc., 1984. ED 247 530

Reviews literature on reading and composing relatedness. Develops a composing model of reading and suggests that the reader reads as if composing a text for an internal reader. The author supplies strategies for the reading teacher.

Petersen, Bruce T., ed. Convergences: Transactions in Reading and Writing. Urbana, IL: NCTE, 1986. (also available as ED 265 568)

A collection of essays. Applies current research to reading and writing as transactive processes. Addresses reading, writing literature, and literacy. Includes sections on becoming readers and writers, on reading and writing as social activities, on using the writing of others, and on using literature to teach literacy.

Sbaratta, Philip. "Reading Meets Writing in Freshman English." Teaching English in the Two Year College 8 (Winter 1982): 131-133.

Discusses a correlation between weak writing (the use of short T-units, two syllable words, and vague, conversational terms) and a lack of personal reading activity.

Shanklin, Nancy Katherine Leavitt. "Relating Reading and Writing: Developing a Transactional Theory of the Writing Process." Diss. Indiana University, 1981. Abstract appears in ED 219-733.

Based on research into the literature on the reading/writing process, the author develops a theory that views reading and writing as alternate systems of communication with many similarities rather than alternate processes. (Reviewed from abstract.)

Stock, Patricia L., ed. Fforum: Essays on Theory and Practice in the Teaching of Writing. Montclair, NJ: Boynton/Cook, 1983.

A collection of fifty essays on literacy, speaking and writing, reading and writing, writing as a way of learning, and writing and rhetoric. Includes essays by teachers of subjects other than English.

Stotsky, Sandra. "Toward a Meaningful Model of Written Language Development." Paper presented at the Annual Meeting of CCCC. San Francisco, 18-20 March 1982. ED 214 174

Poses two models: 1) written language is a derivative of oral language, and 2) written language is qualitatively different from oral language and based, eventually, on what one reads. She suggests that composition should be based on the second model.

Tierney, Robert J. and P. David Pearson. "Towards a Composoing Model of Reading." Language Arts 60 (May 1983): 568-580.

Presents reading and writing as acts of composing which require continuous, recurring, and recursive transactions between reader and writer, their inner selves, and their perceptions of each other's goals.

(see also)
Tierney, Robert J., and David P. Pearson. "Towards a Composing Model of Reading." Reading Education Report No. 48. Cambridge: Bolt, Beranek and Newman, Inc., 1983. ED 233 329

_____, and Margie Leys. "What is the Value of Connecting Reading and Writing?" Reading Education Report No. 55. Cambridge: Bolt, Beranek and Newman, Inc., 1984. ED 251 810

Discussion of gains which accrue from interrelating reading and writing. Surveys research, primarily at the elementary level, that supports the idea that gains in reading performance contribute to gains in writing performance and explores how writing and reading influence each other.

RESEARCH

Atwell, Margaret A. "The Evolution of Text: The Interrelationship of Reading and Writing in the Composing Process." Paper presented at the Annual Meeting of NCTE. Boston, 20-25 Nov. 1981. ED 211 993

To observe reading/writing connections of ten basic skills and ten above average writing students, the technique of "blind writing" was used, evaluating the need of these writers to read compositions during the writing process. In blind writing, students wrote with inkless pens on paper backed with carbon and could not refer to the writing until it was completed.

_____. "The Evolution of Text: The Interrelationship of Reading and Writing in the Composing Process." Diss. Indiana University, 1981. Abstract appears in ED 210 705.

(see above)

Austin, Doris Edna. "Reading to Write: The Effect of the Analyses of Essays on Writing Skills in College Composition." Diss. The University of Alabama, 1983. Abstract appears in ED 251 822.

Studied the ability of college students to recognize effective composition techniques and to use the techniques in their own writing by teaching reading skills through the use of written exercises. Significant gains occurred in reading and composition. (Reviewed from abstract.)

Auten, Anne. "ERIC/RCS: Reading and Writing: A Mutual Support System." Journal of Reading 26 (January 1983): 366-369.

Reviews research concerning the reading/writing relationship for secondary teachers developing courses.

Belanger, Joe and R. Glenn Martin. "The Influence of Improved Reading Skill on Writing Skill." Alberta Journal of Education Research 30 (September 1984): 194-212.

Describes study which gave students in a reading-treatment class pre- and post-tests in writing, demonstrating improved reading skills while writing skills remained unchanged. (Reviewed from abstract.)

Bereiter, Carl and Marlene Scardamalia. "Learning about Writing from Reading." Written Communication 1 (April 1984): 163-188.

Reports on three studies that investigated the knowledge gained from exposure to single examples of literary types, concluding that limited rhetorical knowledge was gained. (Reviewed from abstract.)

Collins, Carmen. "The Use of Writing to Improve Reading Comprehension." Paper presented at the Annual Meeting of NCTE. Boston, 20-25 Nov. 1981. ED 214 102

Describes a study which compared the effect of ten minutes a day of writing on students' performances in college level reading courses. Author states reading comprehension and attitudes improved for the experimental group which used the technique but supports these claims with no data.

Conlin, Mary Louise. "The Relationship Between the Syntactical Complexity of Expository Writing and Reading Comprehension Levels of Community College Students." Diss. Case Western Reserve University, 1981. Abstract appears in ED 210 645.

Examines the relationship between the syntactical complexity of developmental freshman students' expository prose and their reading comprehension levels. Syntactic complexity was found to be positively related to reading ability, but it appeared that poorer readers were able to comprehend more complex material than they were able to produce. (Reviewed from abstract.)

Cooper, Charles R., ed. Researching Response to Literature and the Teaching of Literature: Points of Departure. New Jersey: Ablex Publishing Corp., 1985. (also available as ED 259 389)

Contains papers presented at a conference held at State University of New York, 1977, and subsequent solicited papers, concerning reading response and the study of literature in the areas of literary theory, cognitive

psychology, and reading research. Three sections cover theoretical, research, and methodological issues.

Culp, Mary Beth. "The Influence of Writing on Reading." Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, 23-27 April 1984. ED 243 083

College students were studied to compare the effects of writing on vocabulary, reading comprehension, and attitude. Reading instruction varied only in the use of writing as a component for the experimental group. Significant differences occured in vocabulary and comprehension but not in attitude.

Hall, Christine K. "Writing as a Prereading Role-Playing Exercise to Increase the Reading Comprehension of Remedial College Students." Diss. University of Louisville, 1984. Abstract appears in ED 251 822.

Teachers placed students in certain writing situations that led into or "foreshadowed" a particular reading. There was no significant difference between the control and experimental group in reading achievement but the experimental group did differ from the control on several measures of reading comprehension. (Reviewed from abstract.)

Hartman, Diane M. "An Investigation into the Predictive Relationship of Ten Writing Assessment Variables to Reading Comprehension." Diss. The University of Connecticut, 1984. Abstract appears in ED 251 822.

Examines a predictive relationship of qualitative and quantitative measures of writing to reading comprehension for ninth grade readers. No significant relationship was found among the measures although some relationship between the Degrees of Reading Powers Test (DRP) and the ten writing variables was found. (Reviewed from abstract.)

Heller, Mary F. "The Reading-Writing Connection: An Analysis of the Written Language of University Freshmen at Two Reading Levels." Paper presented at the Annual Meeting of the National Reading Conference. San Diego, 3-6 Dec. 1980. ED 216 342

Ten elements of written language were significantly related to reading scores for thirty-four college freshmen at high and low reading levels. (Reviewed from abstract.)

Hill, Susan Samuels. "Relationships Between Reading and Writing Performance: A Correlational Study of Metropolitan Reading Subscores and National Assessment Writing Scores." Diss. The University of Florida, 1982. Abstract appears in ED 230 928.

Studied the relatedness of specific skills in writing to specific skills in reading. The reading and writing performance of 36 seventh grade and 63 eighth grade students did correlate. It was recommended that reading and writing instruction be integrated.

Kennedy, Mary Lynch. "The Composing Process of Students Writing from Sources." Written Communication 2 (October 1985): 434-56.

Reports on a study of fluent and not-so-fluent students writing from sources. Fluent students were more active note takers, used notes to their advantage. Fluent readers' writings were rated higher, and they had more steps in their writing processes.

Lazadowski, Walter P. "Predicting Reading Ability Through Language Experience: The Language Sample Survey (LSS)." Reserch on Reading in Secondary Schools: A Semi-Annual Report. Monograph No. 6. Ed. Patricia L. Anders. Tucson: Arizona U., 1980. 74-88. ED 203 286

Assuming the existence of a relationship between writing ability and reading achievement, a combination of readability formulas are applied to an informal sample of student writing, which resulted in the development of a ten step procedure to determine a student's reading level from writing samples. The LSS is a 3-5 minute scoring procedure.

Maquire, Mary H. "A Psycholinguistic Descriptive Analysis of Six Selected Secondary IV Students' Perceptions of the Reading and Writing Processes and Their Language Performance: Case Studies of Above Average, Average and Poor Readers." Thesis. McGill University, 1978. Abstract appears in ED 207 002.

Case study of tenth grade students that examined how above average, average, and poor readers integrate graphonic, syntactic, and semantic cue systems as they read and write. Subjects conceptualization and verbalization matched observed behaviors. The extent to which the writers reflected on the reading/writing process may influence the quality of their perforance in language. (Reviewed from abstract.)

O'Neill, Nancy Vaughn. "A Comparison of the Strategies in Composition and Strategies in Reading Comprehension of Eighth-Nighth Grade Readers." Diss. University of Georgia, 1981. Abstract appears in ED 219 733.

Tried to determine if a reading/writing correlation existed and if reading/writing strategies of good and poor readers differed. Good readers and writers were found to be more actively involved in the reading/writing process. (Reviewed from abstract.)

Pfeifer, Jeri. "What Happens to Writing Apprehension in a Reading Class?" Paper presented at the Annual Meeting of the South Central MLA. Fort Worth, 27-29 Oct. 1983. ED 240 542

Explored the relationship of reading skills to writing apprehension of forty-nine college students in a reading improvement course. Reading ability contributed to low apprehension and a lack of reading ability contributed to high apprehension.

Reagan, Sally Barr. "The Effect of Combined Reading-Writing Instruction on the Composing Processes of Basic Writers: A Descriptive Study." Paper presented at the Annual Meeting of CCCC. New York City, 29-31 March 1984. ED 243 134

A case study which hypothesized that after one semester of college level combined reading/writing instruction, students would change their level of reading comprehension; improve writing proficiency; and improve their composing process, their conception of the composing process, and their perception of themselves as writers. Students did improve in writing proficiency but not only due to instruction.

Rivera, Manuel. "Academic Achievement, Reading and Writing: Hispanics, Males, and Females. Paper presented at the Annual Conference of the Raza in Higher Education. Long Beach, 13-14 September, 1984.

Community college students were found to learn reading skills in their English composition courses, and reading was related to academic achievement in the course. Differences for hispanics, males, and females are discussed.

Salvatori, Mariolina. "Reading and Writing a Text: Corelations between Reading and Writing." College English 45 (November 1983): 657-666.

Presents a case study which desmonstrates the function of

the University of Pittsburgh Basic Reading and Writing Class. (Reviewed from abstract.)

Selfe, Cynthia L. "Reading as a Writing and Revising Strategy." Paper presented at the Annual Meeting of CCCC. New York City, 29-31 March 1984. ED 244 295

A case study of an apprehensive and a non-apprehensive college compsition student to evaluate how each used reading as an aid to composition. Reading served the non-apprehensive student as a catalyst and a multi-purpose writing strategy as well as an aid to revision. The apprehensive student did not use reading to aid his composing in the same manner as the non-apprehensive student nor did he utilize reading very fully.

Stotsky, Sandra. "A Review of Research on the Relationship Between Reading and Writing: Directions for the Future." Present and Future Directions in English Education Research. Urbana, NCTE, 1981. 54-58. ED 208 423

Reviews reading research in two areas: studies correlating measures of reading and writing and studies examining the influence of reading on writing or writing on reading. General summary of findings with a short bibliography. (Reviewed from abstract).

_____. "Research on Reading/Writing Relationships: A Synthesis and Suggested Directions. Language Arts 60 (May 1983): 627-642.

Reviews reading research in two areas: studies correlating measures of reading and writing and studies examining the influence of reading on writing or writing on reading. General summary of findings with a short bibliography.

Taylor, Carol Ann. "The Relative Effects of Reading or Writing a Prose or Diagrammatic Summary upon the Comprehension of Expository Prose." Diss. University of Kentucky, 1984. Abstract appears in ED 251 822.

Studied how students' comprehension of expository prose was affected by reading or writing prose or diagrammatic summaries. Writing prose summaries appeared to aid a student's comprehension of expository prose but some of the effect was dependent on the kind of material used. (Reviewed from abstract.)

Vande Kopple, William J. "Functional Sentence Perspective, Composition and Reading." College Composition and Communication 33 (February 1982): 50-63.

Describes Functional Sentence Perspective, a system for analysing sentences into topic and comment parts. An inconclusive study demonstrates the system's value in reading and composing.

Williams, J.D. "Covert Language Behavior during Writing." Research in the Teaching of English 17 (December 1983): 301-312.

Interprets study which measured subjects' covert language behavior during reading and composing by using electromyographs. Shows a correlation between level of covert activity and a task's level of abstraction.

PEDAGOGY

Allus, Mark W. "Understanding the Relationship between Reading and Writing." Educational Horizons 64 (Fall 1985): 39-44.

Offers framework for considering the relationship between reading and writing growth. Calls for teachers to teach strategic processes for teaching students how to learn to read and write.

Alwood, Etta Jo. "Polly Doesn't Want Just Another Cracker." English Journal 73 (September 1984): 68-70.

Advocates the use of literature texts as useful models for high school writers. Suggestions for selecting themes and techniques are presented.

Bartholomae, David. "Teaching Basic Writing: An Alternative to Basic Skills." The Journal of Basic Writing 2 (Spring 1979): 85-109.

Describes University of Pittsburgh Basic Reading and Writing course developed to focus on comprehension and analyzation of whole pieces of writing rather than on sentences and paragraphs. Justification and course design are presented.

-----, and Anthony Petrosky. Facts, Artifacts, and Counterfacts: Theory and Method for a Reading and Writing Course. Upper Montclair, NJ: Boynton/Cook, 1986.

Addresses teaching reading and writing in a single, integrated basic course. Discusses model program at

University of Pittsburgh. Offers suggestions for course planning.

Bromley, Karen D'Angelo, and Laurie McKeveny. "Precis Writing: Suggestion for Instructions in Summarizing." Journal of Reading 29 (February 1986): 392-395.

Recommends abstracting original compositions in order to develop vocabulary, promote critical reading, and improve learning. Offers instructional strategies. (Review from abstract).

Crow, John T. "To Write is to Read." Technical Writing Teacher 13 (Winter 1986): 1-7.

Suggests that technical writers can better organize material if they understand the readers' processes. Recommends technical writing courses include exercises on reading strategies in order to write more productively.

Davis, Karen. "On the Use of Writing Models in Freshman English." Teaching English in the Two Year College 10 (Spring 1984): 211-14.

Advocates well-selected composition readers as a means to help freshmen develop a natural style and discover new possibilities of expression. Suggests augmenting commercial readers with student-written readers.

Especially for Teachers: ERIC Documents on the Teaching of Writing, 1966-1981. Urbana: ERIC, 1982. 81-84. ED 218 668

Of 711 citations, 19 listed under the heading "Integrating Reading and Writing" explore a range of topics in reading and writing, such as techniques for use with literature classes, for developing syntatcic fluency, and so on. Most offer practical applications and were intended as a supplement for writing instructors. All 19 articles were published between 1975 and 1981. (Reviewed from abstract.)

Flemming, Margaret, ed. "Reading and Writing Connections." Tempe: Arizona English Teachers Association, 1985. ED 253 885

Twenty four articles grouped under the headings: "Reading, Writing and Thinking; The Parts and the Whole; Reading for Writing; Contexts for Literacy; and Some Pedagogical Concerns." Discusses reading and writing contexts as various as women's literature, writing across the

curriculum, ESL, and curriculum design.

Flood, James, and Diane Lapp. "The Reading/Language Arts Curriculum of Secondary Schools: What Has Been and What Might Be." English Education 17 (May 1985): 79-90.

Calls for implementation of well-researched, integrated reading/writing curriculum which will encourage students to become competent language users. Suggests teaching techniques.

Gold, Janet T. "Writing Activities to Enhance Reading Comprehension." 1981. ED 205 903

Develops a model of reinforcing reading comprehension through the use of writing activities. Practical classroom activities are discussed.

_____. "Writing Composition Enhances Reading Comprehension." Paper presented at the Annual Meeting of the College Reading Association. Louisville, 29-31 Oct. 1981. ED 210 651

Author conducted a workshop to demonstrate writing skills exercises that aid reading comprehension. Skills are derived from techniques used by authors. Sample activities: sequencing, inferencing, predicting.

Harris, Jeanette. "The Cloze Procedure." Journal of Teaching Writing 4 (Spring 1985): 105-11.

Suggests cloze passages help students learn how language works: interaction of vocabulary and syntax, influence of diction on style, and grammatical and logical relationships. (Reviewed from abstract.)

Karlin, Robert, and Andrea R. Karlin. "Writing Activities for Developing Reading Comprehension." Paper presented at the Annual Meeting of the International Reading Association. Anaheim, 2-6 May 1983. ED 234 370

Claims there is sufficient preliminary research and theory to encourage and include writing as one aspect of a program for reading comprehension development. Offers practical applications (mapping, semantic webbing, cloze patterns, etc.) for writing related activities.

_____. "Writing for Reading." Reading Horizons 24 (Winter 1984): 124-128.

Argues for inclusion of writing in reading-improvement

programs, citing both research and theory. Suggested activities for such a program are included.

Kessel, Barbara Bailey. "Meet Me at Reader/Writer Junction." Paper presented at the Annual Meeting of the Illinois Association of Teachers of English. Champaign, 12-13 Nov. 1982. ED 222 926

"Predictive intervention" is described as a classroom technique for drafting and revision. Students read their writing to other student/readers who then discuss it and predict outcomes, encouraging the author to follow new directions or to revise.

Lambert, Judith R. "Summaries: A Focus for Basic Writers." Journal of Developmental and Remedial Education 8.2 (1984): 10-12, 32.

Presents strategies and justifications for summarization writing as a means of teaching which involves group writing, reading for main ideas, and comprehending materials. Using models and others' ideas makes students feel at ease.

Merkel, Barbara Ganzglass. "An Integrated Reading/Writing Curriculum." Diss. Virginia Polytechnic Institute and State University, 1983. Abstract appears in ED 237 950.

Develops a new, integrated reading/writing curriculum for college students, based on theories of cognitive structure and psycholinguistics, certain composition and writing theories, and the work of Carl Rodgers, resulting in a completely worked out curriculum ready for application. (Reviewed from abstract.)

Moxley, Roy. "The Compositional Approach to Reading in Practice and Theory." Journal of Reading 27 (April 1984): 636-643.

Presents the compositional approach to reading in practice and theory, an approach which depends on functional relationships and demands responses to multiple context controls as opposed to traditional matching responses which do not need to entail context sensitivity.

"Open to Suggestion." Journal of Reading 28 (January 1985): 362-364.

Describes a reading technique for college writing which includes a method for teaching word structure. (Reviewed from abstract.)

Petrosky, Anthony R. "From Story to Essay: Reading and Writing." College Composition and Communication 33 (February 1982): 19-36.

Recommends following Bleich's heuristic for generating response to reading, allowing students to accumulate experience in reading, writing, discussing reading, commenting on writing, and revising.

Rhoder, Carol. "The Integration of Reading and Writing Instruction: A Strategy for All Teachers." Paper presented at the Annual Meeting of the International Reading Association. New Orleans, 27 April - 1 May 1981. ED 210 642

By asking questions about a text, students can generate an information "grid" to aid understanding and to provide a basis for further writing activities.

Sanacore, Joseph. "Improving Reading Through Prior Knowledge and Writing." Journal of Reading 26 (May 1983): 714-720.

Presents process-oriented ideas and discusses them in the context of improving reading and communication through synthesis.

Slevin, James F. "The Humanities in the Schools: An NEH-Funded Program between Georgetown University and District of Columbia Schools." ADE Bulletin 72 (Summer 1982): 7-18.

Describes a literacy project involving a multidisciplinary collaboration of high school and college teachers. (Reviewed from abstract.)

Smith, Gayle L. "Writing from Inside the Text." CEA Forum 13.3-4 (1983): 27-30.

Suggests students learn of their decisive role as readers and of the questions writers must ask by being "put inside" the text. Assignment suggestions include writing new endings and narrating from different viewpoints for established pieces of literature.

Stotsky, Sandra. "Commentary." Journal of Reading 28 (October 1984): 4-7.

Proposes a method to emphasize informational writing in an integrated reading/writing curriculum. (Reviewed from abstract.)

_____. "The Role of Writing in Developmental Reading." Journal of Reading 25 (January 1982): 330-339.

Suggests meaningful processing takes place when students reproduce, reduce, manipulate, or expand the content, syntax, or language of a selection. Exercises for developmental classes are offered.

Trosky, Odarka S. and Clifford C. Wood. "Using a Writing Model to Teach Reading." Journal of Reading 26 (October 1982): 34-40.

Describes an analogous process model for teaching secondary reading and writing.

Wrobleski, Diane. "Finding a Meaning: Reading, Writing, Thinking Applications: Double-Engry Notebooks, Literature Logs, Process Journals." Paper presented at the Annual Meeting of NCTE. Houston, 28-30 March 1985. ED 264 569.

Presents notebooks, logs, and journals as vehichles through which students learn to think independently. Literature logs concentrate on developing students' reading responses and process journals develop students' writing awareness. Samples are included in appendix.